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THE SOUTH INDIAN TEACHER

Volume—27

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THE SOUTH INDIAN TEACHER

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No. 1

CHILDREN ON DOUBLE SHIFTS—A STATE STUDIES THE PROBLEMS

By

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Specialist for Extended School Services, Elementary Schools Section.

As school doors opened in September 1953, more children came than were anticipated, classes were overcrowded in many schools, particularly in the primary grades, and there weren't enough teachers to go round. These problems are not new. They have been disturbing school administrators and boards of education for more than a decade now but no solution has been found to meet these problems. These conditions are disturbing because they add up to a substandard education for a vast number of American children who will, through no fault of theirs, be unable to perform their responsibilities as citizens and to participate effectively in the life of the Nation.

Although there is much written about the difficulties confronting schools in meeting these emergency conditions, created by mobility of population and rising birth rates, there is need for schools to take a long look ahead and round up the facts to get some action. Among the States taking steps to study the specific problems of crowding which seriously affect the learning of children and teacher retention, Virginia is completing a 3-year study which gives detailed facts on the Statewide picture.

During the past 3 years the Virginia State Department of Education has been collecting information to use in presenting the needs of elementary schools to the Legislature. The study, begun in 1951, has brought together comparative data each year on the pupil-teacher

ratio, double or two-shift situations, and certification of teachers. Although the findings are not yet in for 1953-54, the data for the past 2 years reveal the urgency of relieving the crowded conditions, and indicate where the impacted and overcrowded schools are located.

A preliminary report in 1951 to the Legislative Commission on a Foundation Education Program for Virginia states:

"The major impediments to the most effective teaching of the fundamental tool subjects are: (a) lack of a sufficient number of adequately trained primary and elementary teachers, and (b) too heavy teacher loads." In reference to the two-shift situation, the report points out that, "This condition prevails in 44 school divisions and is not conducive to adequate teaching."

EMERGENCY TEACHERS

Among the critical problems which the reports from superintendents revealed are the large number of elementary classes staffed with teachers holding emergency licenses and local permits. There were 2,957 teachers or 21.3 per cent in 1951-52 who had not met the State's requirement as fully qualified elementary teachers. During 1952-53 the number of teachers increased to 3,462 or 24.1 per cent with substandard preparation for the 14,356 elementary class-rooms of Virginia's schools. In 10 counties and 2 cities, over 60 per cent of the elementary teachers held only emergency licenses

and local permits or collegiate certificates. The Statewide activity of the Citizens Committees on Teacher Recruitment is now being directed toward solving these problems.

PUPIL-TEACHER RATIO

Another trouble spot appeared in the high pupil-teacher ratio in many elementary schools. Comparisons of the 1952-53 figures, with the previous year showed that generally schools had as many classes of 40 pupils or more as they had had the previous year. In 15 counties and 4 cities there were 59 teachers instructing classes of more than 60 pupils; there were 231 teachers with classes from 51 to 60 pupils and 1,515 teachers with classes of 40-50 pupils. There is doubt that teachers will be attracted to stay in the profession when faced with the task of "keeping school" rather than "teaching" under these conditions.

In 1952-53 Virginia had 242 schools on double or 2-shift sessions. Over the State there were 33,701 children or 7.18 per cent on short-day schedules. As many as 26 counties reported double shifts for approximately 18,000 children, and 19 cities had 15,600 children on the 2-shift plan. During the previous year, 1951-52, a larger number of children, approximately 2,000 more, had been in double shift situations. Hence, the 0.6 per cent drop in 1952-53 was not a very significant one. More teachers and school facilities were a "must" to secure a good school learning environment for children.

Children in the first three grades are the pupils whose education has been more seriously cut. During 1952-53, 26 counties had first grades on double shifts, 22 counties had second grades involved, and 6 reported third grades on the 2-shift plan. Fewer counties reported their fourth, fifth, and sixth grades affected, but the double shift arrangement touches all grades in the elementary schools of the State.

Along with the double shifts for children there were many instances in which teachers were teaching two shifts. At least 17 counties and 10 cities reported teachers had double assignments. One of the first recommendations of the

State Department of Education was that a teacher should teach only one shift a day. While this requirement reduced the time a teacher was with children to $2\frac{1}{2}$ to $4\frac{1}{2}$ hours it has not meant that the teacher had a shorter day.

The reports of the Division superintendents indicate teachers use the time beyond their hours with the children of their own group for such things as working with other children in art, music, playground, or visual education activities. The teacher may also have conferences with parents, visit homes, help in work groups with principal and supervisor or use the time for planning the work with her children. A double shift situation means that since the teacher will have less time to work with her children, she must do a careful job of getting ready for each day.

The double shift situation usually cuts down on the time a child spends in school reducing it to a $2\frac{1}{2}$ to $4\frac{1}{2}$ hour day. Since the regular school day, as set up by school law in Virginia is a 5 to $6\frac{1}{2}$ hour session, the children are now attending school approximately one-half to one-third less time than the children in areas free of crowding.

Not only are children being deprived of their educational opportunities, the teachers, too, are overloaded with larger classes. The supervision of children's homework, which is often a means of covering more material than is possible in the limited time children are at school, is another factor adding to their class-room duties.*

The chief value of the 3-year study Virginia is making of crowded conditions and the impact on children and teachers is to provide evidence on the extent their situation has shown any improvement. The facts now available indicate that conditions are becoming more acute. The State Department of Education has shown foresight in making this survey. They will have a strong case for adequate support for the schools on grounds that basic education be given to the thousands of elementary children now enrolled and a realistic approach be made to the retention of teachers.

—From "SCHOOL LIFE"

NEW EDUCATION *

By

B. RAGHAVA BALIGA, M.A., L.T.

I feel that the dearth of good reading material for our youngsters in the Kannada language cannot be a matter of surprise. When English was the medium of instruction and was universally studied the reading material in that foreign language was ample for the satisfaction of the most avid acquisitive instincts of our youngsters. That generation of students of English is still alive and kicking and their secret but deep-rooted affection for English still plays a significant part in shaping the tastes of the present generation. The switch over to regional languages has been far too recent to bear any perceptible fruit, and it is therefore to be expected that the growth of good reading material in Kannada, especially in the shape of journals, should be necessarily slow. The output of literature and especially journalistic literature is governed by the economic law of demand and supply. So far as Kannada is concerned, what is the reading public we have? Do not we elders still sneakishly run for English journals? Are our youngsters sufficient masters of the Kannada language to appreciate good writing? And has there not been some kind of a schism among us, an unnecessary tussle between Mysore Kannada, Northern Kannada and Southern Kannada? Politically too, Kannada areas are not yet unified and commerce between isolated Kannada pockets is not sufficiently active. In the result the demand for good Kannada magazines has never been encouraging either to publishers or to writers. Nor have we in India anything like the "repertoire" movement for the support of dramatic writing in England, associations which encourage authors without an eye on the financial commitments, associations that believe in the encouragement of cultural ventures without heeding the cost. Political conditions and the slow awakening of literary

consciousness may therefore be considered as the primary causes of the lack of good journals in our regional language.

But the rapidly changing social conditions have also had some influence on the nature of the reading material that comes from the press. Somehow or other in recent years people everywhere in India, especially the youth, seem to have developed a very unhealthy taste for drivelling sentiment and cheap sensation. A large section of the public that can read (and among them our students) is carried away by the fantastic ribaldry that fills the pages of many cheap journals. There is a hundred times better sale for journals that give you the story of film-stars than for any journal that may seek to cater to the needs of students. It is a tragic spectacle that we teachers witness in the state of the reading habit among our pupils. The tamer sort never go beyond their text books and they are exasperating in their senility of spirit; the more active sort never read anything except cheap sensational stuff surreptitiously kept under the desk as a substitute for the teacher's lesson. Can such a spirit and such a taste create any demand for good journals?

Let me pass on to a consideration of "deterioration of standards". Many teachers and many parents honestly feel that there is no real deterioration in standards. And I have always been struck by the arguments advanced. One such parent said to me "In our days we learn geographical facts about Africa and America and never were the wiser for that knowledge. Today our children speak about the place they are born in, their country, its climate and products—the knowledge is so intimately related to their experience." In the face of such arguments it is difficult for us to hold that there has been a dete-

* Presidential Address delivered at a Conference of the South Kanara District Teachers' Guild.

deterioration of standards. The achievement of pupils is not measured by absolute standards—its measurement is conditioned by the aims of education. I therefore honestly feel that there has been in recent years much confused talk about deterioration in standards when actually what is meant to be criticized is the new objective of education.

There are three agencies participating in the process of education: the pupils, the teachers, and society. It would be well for us to examine the role of each one of these in the establishment of standards of education.

Pupils are the raw material from which we should glean all information about standards. It is the conditions in which they work, the assessment of their worth, the nature of their achievement that will enable us to decide whether there has been a deterioration or not. If we set out to compare scholars of the last generation and scholars of the present generation in the matter of theoretical knowledge such as rules of grammar, or mathematical formulae or dates of historical events it may appear that the pupils of the olden days had a greater mastery of facts and that therefore there is now a deterioration of standards. But let us pause for a minute and ask the question: "What is the aim of education? Is it the accumulation of dry-as-dust information in the niches of your memory? Or is it the development of a personality, the growth into a useful member of society?" Then we fumble in our answer and begin to feel that the question of standards is indissolubly bound with the aim of education.

Leaving this aside for the moment and granting that the aims of education have changed considerably, I still feel that there are certain factors operating in the pupil world which have led to a definite lowering of standards. Pupils have shown a tendency to appropriate to themselves the right of dictating the conditions in which they should be taught! Have there not been strikes in educational institutions because some unworthy pupils were not promoted? Have there not been strikes because question papers at examinations were too tough? Have there not been strikes

because disciplinary action was taken against in-corrigible miscreants? This "strike mentally" of the proletariat which has unfortunately crept into the minds of our pupils has almost completely unsettled the criteria of education. Nor do our pupils want examinations. They are averse to any measurement of their achievement. Some loose talk in the country about the futility of examinations also has encouraged our youth. If assimilation of knowledge is not to be tested, how can standards be kept high?

Latterly our pupils have also shown an aversion to steady application. Ever so many activities in the outside world seem to draw them away from even the minimum effort required of them as students. They do not seem to set any value on the permanent acquisition of knowledge. To them the routine at school is boring and examinations are a kind of evil to be cured by paying assiduous attention for a few weeks to some cribs and made-easys. All the rest of the time is frittered away in the enjoyment of the plentiful amenities that modern life offers—it may be the cinema with its inevitable erotic appeal, or it may be the cricket commentary calling from thousands of miles away. I do not for a moment doubt the recreative power or the usefulness of many modern amenities; all that I plead for is a sense of proportion among our youngsters in the distribution of time over various activities. Can our pupils who are so easily led away to vicarious pleasure have any faith in systematic work? Standards have to some extent fallen and the achievements of our youngsters are poor because their aspirations are so very low. They do not love knowledge, their highest ambition being somehow to tide over examinations. How can standards be high when what our pupils want is 35% knowledge? Heaven knows how far 35% knowledge can avail in life!

Can the teacher in any way help students out of this morass, they have got into? Of course he can and he alone can. I have a suspicion, nay, more than a suspicion, a feeling that we teachers too have our share of blame in the lowering of standards. If all of

us went to our task with devotion and zest, students would naturally imbibe the ideals which we wish them to have. Let us search our hearts and honestly ask ourselves if we are doing our best for the children entrusted to our care. I am afraid we are not. There are hundreds of us who teach merely for a living wage and have no faith in our profession. There are very few of us who can inspire our children with a love of the work they do. Day-in-and-day-out we send forth our laments and our appeals for the betterment of our lot. We inveigh against society for the injustice done to our profession and invariably trot this out in self-defence when we are criticized for our shortcomings or lapses. No one of us assembled here can ignore the poverty of the teacher, but let us just turn our eyes to the past and ask whether there have ever been good teachers or great teachers who have lived luxuriously. It is not enough for the teacher to claim that he belongs to the family of Socrates and Christ, it is equally incumbent on him to learn the lesson of their suffering—to teach and propagate knowledge with infinite faith in it. The rishis who were the only teachers in ancient India lived from day to day. I expect some youngsters among us to protest against such advocacy of social injustice in modern times, and say, "That was all right in ancient days; society is different now and conditions of life are far too complicated." I grant it all, and yet will stick to my contention and even argue that present conditions call for a greater and more selfless devotion to duty on our part. There were no Teachers' Guilds in ancient days to represent the rights and claims of the profession as such. I do not for a moment doubt that society should ameliorate the condition of its greatest benefactors, the teachers; but I appeal to the teachers themselves not to be engrossed in it as individuals. Leave it to the organizations to represent your grievances, and you as individuals better go to your job cheerfully, girding up your loins for an arduous task. Do not let your grievances against society cloud the issue at stake—the nurturing of the citizen of tomorrow.

How can standards be kept high if the teachers lose faith in their work or feel disappointed because their profession compares very unfavourably with trade and industry in the matter of emoluments? We who would have our pupils not seek analogies with the industries should ourselves seek none. But what a large percentage of us feel that we are on duty only between ten O'clock in the morning and four O'clock in the evening and would, even like factory workers, ring ourselves in and ring ourselves out on the stroke of the bell! Let me cite an instance within my experience, of a teacher, a hefty man who strolled into the College swinging his free arms like a windmill. The books he depended on for lectures—and they were very few indeed,—were locked up in his table at the College, and they would at the end of the session nestle cosily again in the same corner. Very timidly I asked him if he did not require the books for preparation at home; and out came the answer with a huge guffaw: "Preparation at home? I am paid for doing my work at College—None of these books shall disturb my peace at home!" The reply was meant seriously indeed and was made piquant with humour, but it sank into my heart with a ring of pathos. Brothers and sisters, let us not be such teachers at any cost, and standards in schools will take care of themselves. If every one of us loved and cherished knowledge and took a pleasure in imparting it, the achievement of our pupils could never fall, whatever changes there may be in curricula or organization.

Why should the so-called rigidity of the curriculum or a system of external examinations be considered a serious obstacle to effective teaching? The real teacher can rise above all these limitations, if only he has faith in doing "a little bit extra". In the world of education only the persons who believe in doing "a little bit extra" will leave indelible impressions. The curriculum in science may adumbrate a few principles to be learnt, but the teacher who, entirely engrossed in the prospective results of the public examination dic-

tates voluminous notes possibly on dicotyledons and monocotyledons or the three orders of levers or the laws of conduction, convection and radiation without associating any of this knowledge with familiar experience, may be a very good servant of the school but is not a true teacher. I cannot be convinced that even when the needs of the curriculum and the examinations are scrupulously met it should be impossible for the true teacher to inspire the impressionable minds with a real love of knowledge—knowledge that will not be washed off with the public examinations but will be treasured up for all time. Many amongst us are willing to be reduced to mere coaching machines and if consequently our faith is pinned on this creed of only producing results how can standards remain high? I feel, therefore that we teachers also should honestly bear part of the blame for the “deterioration” of standards.

Lastly let me consider the influence of social conditions and changing educational ideals on the standards of attainment of our pupils. It may appear very strange that we should venture to speak at all of deterioration of standards in the same breath in which we speak of a New Education and a scientific and psychological approach to methods of teaching. All over the world education has been made so broadbased and so much of a part of social training that youngsters are sought to be equipped fully for playing a significant and noble part in the progress of society. Education is in a flux and when there is a flux there is always some initial confusion. The so-called deterioration of standards should be viewed in this perspective, for what appears to us in many instances as a fall in standards is but the conflict between the old and the new, the anomalous state that arises from a process of readjustment, the temporary erroneous excursus made by experiments through an imperfect understanding of the new objectives. Even in an advanced country like America the New Education has not found a secure foothold but its success is predicted as inevitable. Professor H. H. Horne of New York

University says: “The new is being questioned today as being both weak and weakening. It is held by critics of the new ‘progressive education’ that it is flabby, lacking the ‘tincture of iron’; that it trains pupils to do what they want to do instead of what they ought to do; that they do not learn to do the disagreeable things in life which nevertheless must be done; that impulse takes the place of reason and law. . . . In contrast the older type of school is appreciated etc. . . . The more conservative view generally prevails . . . But the outcome is very likely to be that the older type of school will make certain concessions to the newer methods without going all the way. So progress is attained.”

If that is the way of progress in a land where every sunrise seems to bring a fresh theory of education, how much more difficult should it be for us in India to see conditions settling down and evolving a firm new system. Brothers and sisters, let us have a little patience with New Education, let us not trace every evil, especially the suspected deterioration of standards, to what may derisively be termed new-fangled notions of the educative process. The fall of standards, if there is any, is apparent, not real; it is but a passing phase, something like the pangs of a new birth, an inevitable concomitant of all revolutionary change.

In my mind there are no doubts that the New Education has come to stay and that it is bound to be the only path to progress, for the simple reason that it has shifted the centre of educational theory from the teacher to the taught. I appeal to all of you not to imagine that there is a steady deterioration of standards though there may be an occasional or temporary falling off from expected achievement. Above all let us teachers realize that in any rise or fall of standards the teacher is as much a party as the passive pupil and that unless we teachers rise above all petty considerations educational achievement can never be great. Let us arrest the deterioration, if there is any, by setting before us the fundamentals of our creed

as teachers—fundamentals that even in materialistic America are emphasized to this day. What Prof. Charles Skinner of New York University says in a recent article will support my statement: "The teacher who finds happiness in his work is fortunate. Serving others and participating with others in promoting and directing the growth of children bring with them satisfactions and joy. The first reward of the teacher is that of happiness and service. Here, as elsewhere, 'He most lives who serves best'. In later years, the teacher can recall with much satisfaction the success of men and women whose character,

personality, and usefulness to society he helped to influence. It is the knowledge that one's good works live and influence succeeding generations, that adds to the joy of serving children year after year. The teacher thereby achieves social immortality"—If we teachers should be imbued with this faith in our profession, and if we banish all bickerings and regrets from our minds, whatever the system of education may be, whatever the curriculum, whatever the social conditions, our children can never fall off from the standards we set for them.

Thank you.

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THE CULTURAL SITUATIONS OF GERMANY

By

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On the northern corner of the Ruhr Region, where Germany's workers of the most important European steel and coal area are living, there is the beautiful town of Recklinghausen. Here is not only an economic centre, but also a cultural home. In the dark years of the after-war, when Germany not only had to suffer from material, but also from spiritual hunger, the workers of the Ruhr area invited the German artists to come to the plants and works of the Ruhr. Thus the problem of hunger for a part of the men and women of the theatres was solved for the workers received their gift parcels. When in 1949 the hunger (and "re-education") period came to an end the artists came back to the workers from year to year and gave them their anti-present: dramas by classical and modern poets. The yearly "Ruhrfestspiele" (Ruhr Festivals) are indeed great cultural attractions for the labour population.

The traditional theatre cities like Berlin, Munich, Duesseldorf have their old good programmes and have also the courage to take over modern productions. But the authors of the modern dramas are mostly of English, American or French origin. In the first years of the after-war there was not a stage where not had to be produced such a theatre story by Thornton Wilder or by Sartre. Today one is going back to the German classical period and this reveals an urgent case for theatre psychologists. Germany, classical country of the poets and scholars, Land der Dichter und Denker as it is called in German language, has no authors of modern dramas! Thus there exists the danger of an "Americanisation" of the theatres. The American side is very active in the cultural sector. The relations between Americans and Germans are the best. One may not forget that there are millions and millions of the U.S. population of German descent. In Ger-

many are in all big towns American information centres. From these towns a free library service is extended to other towns and villages, where either German library facilities are rare or inhabitants are unable to pay for them. There are now more than twenty American libraries on wheels for West Germany's rural population.

Germany's film production had once the best reputation in all the four corners of the world. Especially the UFA productions were famous and good. The hard-working school of the German film and theatre produced artists like Marlene Dietrich, Ingrid Bergman. Even Greta Garbo began in Germany—the German school gave to these Swedish artists Garbo and Bergman the fundament for their world fame. But now the German film is marching only on the middle way, for the proud UFA society was broken up by Allied orders, and the half dozen of other film societies which followed, were not able to regain the reputation of the UFA. In spite of the fact that there were created such fine film stories like "In jenen Tagen" or "Nachtwache", Germany's film industry has a hard struggle against the American film. The solution (not only for the German but for the European film societies) will be film fusions. In some cases, there was already a good co-operation between German and French or between German and Italian film producers. The solution of the film debacle is indeed such a continental film fusion.

And what about the publishing houses? They are the castles of the culture. The men of the East cannot understand that the scholars and publicists in Germany make a distinction between culture and civilisation. Also Benoy Kumar Sarkar, a scholar who could understand Germany and that country's spiritual heritage like a born German, said that he is not one of them.

For him, son of that happy country where reigns that philosophical ideal of sat-chit-ananda, culture or civilisation is nothing but the Sanskrit or virtually all-Indian Kristi, Samskriti or Sabh-yata. But for the Germans "Kultur" means the spiritual side of our epoch, while "Zivilisation" is the materialistic side of the human creativity. But we will not see this all in a narrow sense—and then Benoy Sarkar is right defending one synonym for the creations of man. But the Germans prefer "Kultur" because the spirituality and the spiritual heritage of Germany is of rural descent: colere means in the Latin language "to work on the field" and the word now means to work on the spiritual field, while civilisation points at the spiritual world of the civis, of the citizen of the town. The two words show that the Occidental world has two sources: the Mediterranean town and the German and Northern European land. Therefore the two words and the two distinctions.

But let us go back to the "castles of the culture"! The German publisher found that the German public prefer cheap editions. Thus they edited series of pocket books, which suddenly had their friends. The publisher Rowohlt was the first with his ro-ro-ro (Rowohlts-Rotations-Romane) editions. Others like List, Fischer, Humboldt etc. followed. While the scientific, all the theological, historic, geographical, political etc. works are mostly written by German authors, the romans have non-German writers. The publishers think that they will invest money with all the Graham Greene, Ernest Hemingway, John Steinbeck, Albert Camus . . . When in the first months of this year the young German author Werner Warsinsky got the European Literary Prize for his manuskript "Kimmerische Fahrt", it was for an un-printed work. After he had got the European prize on Swiss soil he found a German publisher. But, of course, I will not say that all the ways of German authorship have to go from abroad to the home country. There are also some publishing houses which are seeking young authors e.g. there is the little West-

deutsche Verlagsanstalt at Opladen in the Rhinelands. All in all: in the scientific, in the philosophical and historic field the German authors have regained in their own home country the former importance. On the roman sector there reigns the foreign authorship. Hans Fallada, Elisabeth Langgasser, Ludwig Thoma are some of the German writers who have a good resonance in the public. Some of the writers who were "prohibited" in the first years after the war because of their attitude in the period from 1933 to 1945 like Hans Grimm, made a conversion from a poet to a politician.

The best German publishing houses in the roman field are Classen-Verlag, Kurt Desch, Piper-Verlag, Deutsche Verlagsanstalt, Frankfurter Verlagsanstalt, S. Fischer Verlag, Rainer Wunderlich Verlag, Biederstein Verlag, Nymphenburger Verlagsanstalt.

The watchtower of cultural Germany is the university. Some of the German universities like Freiburg im Breisgau are rediscovering the Studium generale to mold the university life to fit the changing world in which we live. This manner of the university life is development of the Humboldt concept. It brings together teacher and student, who can discuss, live and work together. It is also the vision of a cultural ashram, once developed by Indian teachers of mankind and nowadays the meeting-point between seeking and giving men in all parts of the Gandhian country. We need colleges of this type in Germany to give to the students a fresh and adventurous spirit and to help liberalize the views of the scholars. The university has to help a community of citizen, who know the importance of the participation in the cultural and political life of the peoples. University and especially the ancient and new type of Studium generale have to create an aristarchy of the future state. Thus the "watchtower of cultural life" will fulfil the grand mission.

One of the most beautiful aims of the cultural impulses may be to create

(Continued on page 14)



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MADRAS



FROM OUR ASSOCIATIONS

COIMBATORE

The Working Committee of the District Teachers' Guild, Coimbatore and the Nilgiris, met on 28—12—1953 at Devanga High School, Coimbatore with Mr. G. R. Damodharan, the President in the chair. The budget for the year was read and passed. The Teachers' Associations of Panchayat High School, Valparai, Sree Rangammal High School, Coimbatore and Sri Ramalingam Chettiar High School, Coimbatore were affiliated to the guild. It was resolved to pay Rs. 100 as affiliation fees to the S.I.T.U., from the current year. It was decided to run a Co-operative publishing concern and a sub-committee was formed to work out a scheme. Another sub-committee was formed to work out a scheme for making research in problems connected with education. It was also resolved to enroll non-teachers interested in education as individual and patron members. Next the guild's sense of gratitude and thanks to Messrs. B. G. Paul & Co., Palaniappa Bros., and Kavingar Pathipagam and to Mr. E. V. Kalyanasundaram was recorded. Lastly a request was made to all newly started schools to join the guild.

MANGALORE

The Annual Meeting of the South Kanara District Teachers' Guild was held on Sunday 24—1—1954 in the Besant Girls' High School, Mangalore. It adopted the report and the accounts for 1953.

The meeting resolved to celebrate Teachers' Demands Day on Sunday 28th February 1954 with meetings in schools at which the Resolutions of the Dt. Educational Conference held in November 1953 will be explained. The prominent persons of the locality, including members of the Local Boards and of Legislatures, will be invited to the meetings. Wherever possible, schools in a locality will organize a common meeting.

The meeting resolved that Associations may send to the executive one representative for every 50 members.

The following office-bearers were elected for 1954 :—

President :

Sri U. Keshava Rau, B.A., L.T.,
Headmaster, ,
Canara High School, Urva,
Pentlandpet, Mangalore 3.

Vice-Presidents :

1. Rev. Mother M. Vera, A.C.,
Principal,
St. Agnes College,
Mangalore 2.
2. Rev. Fr. James Coelho, S.J.,
Headmaster,
St. Aloysius College H. School,
Mangalore 3.

General Secretary :

Sri U. Srinivasa Kini.

Secretaries :

- For Secondary Education :
Sri M. Ramappa, B.A., B.T.
- For Elementary Education :
Sri B. Venkat Rao.

Representatives on S.I.T.U. Executive Board :

Sri U. Srinivasa Kini.
Sri U. Keshava Rau.

RAJAPALAYAM

The Half-yearly Conference of the Ramanathapuram District Teachers' Guild was held on 16—1—1954 in the premises of the S. S. Board High School, Rajapalayam. After prayer Sri G. Perumal, Joint Secretary of the Guild, Sri P. Ramanatha Iyer, B.A., L.T., Vice-President of the Guild welcomed the gathering. Sri M. Rajah Iyer, President of the Guild welcomed Sri A. Gopala Iyer, B.A., L.T., Divisional Inspector of Schools, Mathurai and requested him to preside over the conference. The President in his presidential address stressed on the directive of the Indian Constitution that in a period of 10 years illiteracy should be liquidated in the country and pointed out the value of the modified scheme in this regard. He also complimented the Guild on the

emphasis it rightly laid on the academic section in such conferences.

After lunch, Sri K. S. Subramania Iyer, B.A., L.T., Headmaster, Sri P.A.C.M. High School, Rajapalayam gave a demonstration lesson on the teaching of English Poetry in Form II. This was appreciated by the audience and was followed by a lecture on the organisation of social activities by Sri P. Ramanatha Iyer, B.A., L.T., Headmaster, S.S. Board High School, Rajapalayam. The President endorsed the views of the speaker that Citizenship and Social activities should be properly planned to ensure maximum results. An Educational Exhibition got up by the local Teachers' Association was then declared open by Sri V. Vridhagireesan, M.A., M.Litt., L.T., District Educational Officer, Ramnad who said that facilities for proper Recreation should be considered the fourth 'R' in education and added that proper scope should be given for children to exhibit their talents in such exhibitions.

After tea, there was a public meeting at 6 p.m. the earlier part of which was presided over by Sri A. Gopala Iyer and the latter part by Sri K. S. Subramania Iyer. Sri K. S. Venkatasubramaniam, the Secretary of the Guild read the messages received from Sri T. P. Srinivasavaradhan, Secretary, South Indian Teachers' Union and Sri C. Padmanabhan, the Ex.-D.E.O., Ramnad. Sri E. H. Parameswaran, M.L.C. of Ambasamudram speaking on the re-orientation in education referred to the low salaries of teachers and pleaded for an immediate raising of the same by at least a few rupees, though it might not be immediately possible to pay teachers as much as they deserved. He also cited the instance in England of an Elementary School Teacher getting Rs. 400 per mensem and pointed out that only if teachers are so well paid they can build up a strong nation. He also pleaded that the Government would take immediate steps to implement the recommendations of the Secondary Education Commission. Sri M. Rajah Iyer, President of the Guild speaking on Education and Discipline pointed out that the school should be indeed a republic, the students feeling

themselves as the citizens of the school democracy. Many of the instances of indiscipline in schools are traceable to the conflict between authoritative enforcement of rules and feelings of wounded self-respect on the part of the pupils. He hoped that modern teachers would realise the progressive ideals in education and ensure harmony in schools.

Sri K. S. Subramania Iyer, the President in his concluding remarks endorsed the views of the President of the Guild and appealed to the parents and the public to take some interest in their children every day. After dinner provided by the S.S. Board High School Teachers' Association the General Body Meeting of the Guild commenced at 10 p.m.

The Conference was attended by more than 150 delegates from all parts of the District, besides a large number of visitors from Rajapalayam. The Vote of Thanks at the end of the session was proposed by Sri P. Ramanatha Iyer, the Vice-President of the Guild.

Resolutions passed at the Conference.

1. This Conference reiterates the following resolutions 1-a, and 1-b passed at the Annual Conference of the Guild held in July 1953.

- (a) This Conference requests the Government to rescind their recent order requiring the members of the Teaching Staff in the service of local bodies and Government to take casual leave if they wish to spend Saturdays and other discretionary holidays out of the headquarters and to restore the rule obtaining formerly that it is enough to get the permission of the head of the institution on such occasions without treating the absence as on casual leave.
- (b) This Conference requests the Government to revise the scale of Secondary Grade Teachers from Rs. 45—3—60—2—90 to Rs. 45—3—90 at least, so as to enable the teachers to reach the maximum earlier and so that

the rates of increments after a few years of service may not be less than the rates of increment at the beginning of one's service.

2. Resolved to request the Government to permit Local Board and Aided Managements of Schools to introduce I. Grade L.T. Scales obtaining in Government Scales.

3. Resolved to request the Government to raise the scale of salary of Higher Grade Trained Teachers in Elementary Schools to Rs. 45—2—65.

4. Resolved to request the Government to sanction the special pay of Rs. 10 to all the Physical Training Instructors and Instructresses working in schools irrespective of whether they handle class work in addition to their Physical Education work.

5. Resolved to request the Government to raise the age of retirement of teachers in all schools to 60.

6. Resolved to request the Government to sanction duty allowance to the Headmasters of Aided Elementary Schools as to those in Local Boards.

7. Resolved to request the Government to extend the medical concessions granted to the N.G.O's. to the teachers in aided schools also.

8. Resolved to request the Government to extend the N.G.O's. (fee) concession to the College Course also.

9. Resolved to request the Government to grant full fee concessions to the children of teachers in schools in Forms IV, V & VI.

10. Resolved to request the Government to extend the fee concessions to the children of Attenders and Peons employed in schools also.

11. Resolved to request the Government that the teachers who hold Music Higher Certificates should be granted permission to appear privately to Sangeetha Vidwan or Bhooshanam Examinations.

12. Resolved to request the Government to make it easy for the needy teachers to get advances from their Provident Fund Accounts by sanctioning such advances promptly without insisting on medical certificates and the like which only cause unnecessary delay and throw additional burden on poor teachers. It further requests that the

Provident Fund Rule in question may be suitably amended so as to make this only source of relief easily available to poor teachers in other urgent unavoidable circumstances also such as the celebration of household ceremonies and domestic functions which it is incumbent on them to celebrate.

13. Resolved to request the Government to raise the maximum rate of Stationery (Examinations) Special Fees to Rs. 2-8-0 for Forms IV, V and VI and Rs. 2 for Forms I, II and III as most schools, especially the small schools find it difficult to meet the charges under this head and suggests that the students may be given proportionate relief under other items of Special Fees such as Library Fees.

14. Resolved to request the Government to permit teachers in aided schools to contribute more than an anna per rupee as voluntary contribution to their Teachers' Provident Fund.

15. Resolved to request the Government to insist upon Managements to open and maintain Teachers' Service Registers.

16. Resolved to request the Board of Secondary Education to give a proper place for Hindi in the S.S.L.C. Public Examination, so that the marks secured by the candidates in Hindi in the examination may reckon for purposes of moderation to set off failures in other subjects.

17. Resolved to request the President, Ramanathapuram District Board to disburse the salaries of teachers in all Board Schools on or before the 5th of the succeeding month at least.

18. Resolved to request the Editorial Board of the S.I.T.U., Madras to publish Tamil Translations of the articles published in the South Indian Teacher in the 'Balar Kalvi' also.

Valavanoor Sri A. Sundararaman, Joint Secretary of the Karaikudi Teachers' Federation explained to the audience the advantages of the Benevolent Fund Scheme framed by him.

The President of the Guild in his concluding remarks appealed to all the delegates to carry on propaganda to enlist all the members of the staff in their schools into the South Indian Teachers' Union Protection Fund and Benevolent Fund.

With a vote of thanks proposed by the Secretary of the Guild the Conference came to a close at 11-30 P.M.

The organisers of the Conference at Rajapalayam were thanked for their excellent hospitality.

SIVAGANGA

The Half-yearly Conference of the Ramanathapuram District Headmasters' Association, was held at 10-30 A.M. on Friday 29—1—1954 in the premises of the Rajah's High School, Sivaganga with Sri V. Vridhagireesan, District Educational Officer, Ramanathapuram in the chair. Thirty members were present.

Sri N. S. Krishnamoorthy Iyer, President welcomed the gathering. He expressed the need for the revision of the syllabus in Social Studies so as to develop in pupils a proper chronological sense, and English as the structures in the I Form were found to be too many.

The President appealed to teachers, particularly of the old school, not to look upon Social Studies as an unhappy blending of History and Geography; but to appreciate the usefulness of the subject. He opined that the new English Syllabus was rightly based on the Direct Method, and hoped that Headmasters and experienced teachers will arrange for internal model lessons as a "Directive Method" for the benefit of raw, inexperienced and untrained teachers.

Sri K. V. Narayanan of Virudhunagar initiated a discussion on the S.S.L.C. Scheme and pleaded for a revision of the form of the certificate, time-table etc.

Sri G. Sundaram of Devakottai explained the recommendations of the Secondary Education Commission under "Examinations and Evaluations" and said that the New Type Questions that have been tried and tested should continue to be employed.

Sri M. Rajah Iyer initiating a discussion on Special Fees referred to the anomalies in the constitution of Committees for Special Fees.

After the President's concluding remarks, the following resolutions were then unanimously passed:—

(1) In view of the strain caused to the pupils in holding examinations of

more than three hours' duration on any one day, this Association appeals to the Board of Secondary Education to draw up the time-table for the S.S.L.C. Public Examination so that the candidates take an examination in not more than one subject a day.

(2) In view of the fact that the success of the Visual Education Scheme depends upon the required films being made available when the subject is being taught, and due to the pressure on the Central Film Library from the large number of schools all of which, following the same Syllabus, feel the need for a particular film almost at the same part of the year, and due to the consequential rise in demand and the limited supply of films causing inevitable delays and disappointments, this Association requests the Government to permit schools to borrow educational films from licensed private exhibitors.

R. Narayanan Servai,
Vice-President.

N. S. Krishnamoorthy Iyer,
President.

M. Rajah Iyer,
Secretary.

Rajah's High School, Ramnad.
1—2—1954.

(Continued from page 9)

relations to other nations. How much e.g. the Indian nation was loved by the German people, was seen, when the Shri Champat Jain Library at Bad Godesberg was inaugurated with due ceremony by the first representative of India in Germany. The influence of Indian literature on German scholars and poets is very strong. I believe that Indian and German humanism could meet in a new form of a human philosophy of love and understanding, for the first questions of our German Kant and the Indian Gandhi are: How can all men—the whole mankind—live in freedom and gain peace? How can they sow the seed of tolerance? The questions of the apostle of satya and ahimsa and of the prophet of the "Ewigen Frieden" (Eternal Peace) were questions of cultural pioneers, but one day they may have their political fruits.

NEWS AND NOTES

THIRUVANAİKOIL

The Annual School Sports of the Middle School, Thiruvanaikoil was held under the presidency of Sri K. Vasudevan, Chairman, Municipal Council, Srirangam on 28th November 1953 at Sandanakattai Thoppu, Thiruvanaikoil. Many distinguished persons were present.

The Republic Day flag hoisting was celebrated on 26—1—1954 in our school playground at 8 a.m. Sri G. Krishnamoorthy, M.L.C. hoisted the flag. He spoke to the pupils on the value of the

flag, the need for unity and how great men worked for it and to read good books only.

Sri E. S. Natarajan, B.A., B.T., Headmaster advised the pupils to take his advice and act accordingly.

With a vote of thanks by Sri C. Srinivasaraghavan, First Assistant, the function came to a close.

Sri G. Krishnamurthy, M.L.C. addressed the Teachers' Association at 9 a.m. at the Middle School, Thiruvanaikoil. Sri E. S. Natarajan, B.A., B.T., Headmaster presided over the meeting.

S. I. T. U. PROPAGANDA

Sri S. Srinivasa Iyer, Director, S. I. T. U. Protection Fund, Ltd., during his propaganda tour in the South Arcot District, visited the following schools and addressed the Teachers:—

1. Board High School, Tirukkoilur.
2. Board High School, Kallakurichi.

THE SOUTH INDIA TEACHERS' UNION

Diary for the month of January 1954

- 2—1—54. Balar Kalvi—Karthigai—published.
- 6—1—54. Sri S. Natarajan, President of the Union departed to New Delhi to attend the First Conference of the Indian National Commission for Co-operation with UNESCO to be held from 9th to 14th January 1954.
- 13—1—54. The South Indian Teacher—November 1953—published.
- 15—1—54. Sri C. Ranganatha Aiyengar, Journal Secretary, was appointed Assistant Director of the Literary Workshop at Mysore.

WREN AND MARTIN'S

HIGH SCHOOL ENGLISH GRAMMAR & COMPOSITION

"A Standard Book."

The Bombay Teachers' Journal (March, 1937)

Both Wren's "High School English Grammar" and Wren and Martin's "High School English Composition" are now largely used in schools. At the suggestion of several Headmasters, this ONE-VOLUME edition of the two books is published at a low price. Part II of "High School English Grammar" is, however, omitted as Part I of "High School English Composition" covers the same ground somewhat more fully.

**647
pages**

"Wren's Composition hardly requires any recommendation or review as it is very widely read all over the land. By placing this book in the market, the publishers have hardly left . . . any room for choice."

—*The Bombay Teachers' Journal*
(March, 1937).

**25th
edition**

"The publishers should feel proud that they have been successful in making it a STANDARD book."

—*The Bombay Teachers' Journal*
(March, 1937).

K. & J. COOPER - PUBLISHERS - BOMBAY, 4

Sole Selling Agents for South India :—

The Christian Literature Society for India, Park Town, Madras.

OUR LETTER BOX

UNIVERSITY DEGREE COURSES

The decision of the Syndicate of the Annamalai University to extend the degree and the Honours courses by one year more goes counter to the recommendations of the Secondary Education Commission. This Commission has recommended that the period of education subsequent to the primary stage should be seven years, three years for the middle school stage or the senior basic stage, and four years for the higher secondary school stage, and that the first degree course should be of three years' duration for those successfully completing the higher secondary course. The present intermediate stage will be replaced by one year of the higher secondary stage and one year of the first degree course. The Commission has also pointed out that this change has been strongly advocated by various university commissions in the past. Addressing the last meeting of the Central Advisory Board of Education, Moulana Azad, Union Minister of Education reiterated the importance of this recommendation of Sir Lakshmanaswamy Mudaliar's Commission. Hence the decision of the Annamalai University Syndicate comes as a rude shock to parents and educationists in the State. I trust that the Senate and the Academic Council of the University will not endorse the above decisions.

It was, of course, expected that the Universities in South India will not easily reconcile themselves to the abolition of the intermediate course and to the merging of one year's intermediate study in the higher secondary school course, because the financial mainstay of the colleges is the intermediate classes. This fact, must have been taken into consideration by the Commission when they decided on this necessary reform. The Commission has also suggested that a pre-university course of one year be instituted for quickening intellectual interests and imparting training in the study of English. But this one year of the pre-University course can be better spent in the high

school where the strength of a class does not exceed 40 pupils than in colleges where the strength of a class runs to more than a hundred students. The Radhakrishnan Committee's Report has emphasised that before the age of maturity is reached for admission to the University, a boy or girl must stay under the formal discipline of a school and should be taught by the methods of the school and not by the methods of the university. The Annamalai University authorities should take into considerations this fact that the pre-university classes, if run by the university will not be to the better benefit of the students. The University Commission's report has stated that there should be one public examination, and, one only, which will mark the culmination of the secondary education stage and the beginning of the university education which should extend over a period of three years for the first degree course. It is clear, therefore, that the Intermediate examination should go.

Again, the age of entry to the portals of the university should be settled by taking into consideration the points of view of the public or the parents. In most cases the circumstances of pupils and parents are fluid. Most parents in South India will not be able to bear the additional cost involved in the additional year of university education. This factor must be taken more seriously by the authorities of a residential university. The university will be committing—to use a phrase of the University Commission's Report—"an act of cruelty" to the parents and the students.

The University Grants Committee should advise the Annamalai University to rescind their decision in the larger interests of true education, and so as to be in conformity with the recommendations of the University and Secondary Education Commissions.

R. SRINIVASA IYENGAR,

16-2-'54.

Srinivasa Tutorial,

Coimbatore.

OUR BOOK-SHELF

BLACKBOARD AND EASEL : Some Talks to Teachers by Dr. H. O. Howes. Orient Longmans Ltd., 36-A, Mount Road, Madras. Price : Rs. 2-4-0.

The 18 chapters of the book deal with general matters of interest to the teacher. It is a series of friendly and frank chats by Dr. Howes, the Director of Education in Ceylon. In the foreword written by a former Minister of Education, the book is commended to every teacher and every student of the Teachers' Training College. We heartily endorse the commendation. The talks are fresh and full of life, and the book is eminently practical and human. How parents co-operate with the teacher, how teachers have to maintain the nobility of the profession, and the problems of the teachers life in society are all treated with vigour and candour. The title of the book, may perhaps suggest to the casual looker-on that the book deals with some particular method, but the contents are in such a general way that every teacher is sure to find the reading quite an inspiring and

refreshing experience. We heartily commend the book to all teachers.
V. N.

THE TEACHING OF ENGLISH IN SCHOOLS : K. M. Willey and W. R. P. Somaratne. Oxford University Press, Mount Road, Madras 2. Price : Rs. 2-8-0.

This is an admirable handbook of help and guidance for teachers of English, who begin first lessons in English. The book contains very useful and practical suggestions and the authors have based their suggestions on long experience. The chapters on games, story-telling and dramatization are quite interesting and instructive. At a time when we are concentrating on the efficient teaching of English in our schools, and when we are following the new syllabus in English which is based on a vocabulary of 1,000 words for the first three forms, the book is most welcome. Every teacher of English will find it very useful. The Appendix gives a list of useful books and linguaphone records.

V. N.

THE 44th MADRAS STATE EDUCATIONAL CONFERENCE, TANJORE, MAY 1954

Dear Sir,

The 44th Madras State Educational Conference is to be held under the Presidentship of Dr. A. Lakshmanaswami Mudaliar, Vice-Chancellor, Madras University on the 26th, 27th, and 28th of May 1954 at Tanjore in the premises of the Kalyanasundaram High School. There will be an EDUCATIONAL EXHIBITION at that time from the 26th to the 30th of May. It will comprise of various branches namely Engineering, Electricity, Agriculture, Fisheries, Arts and Crafts, Industries, Post and Telegraph, Foreign Exhibits, Books and Reviews etc. Concerned Departments of Government, Education,

Professional and Technical Institutions, Private Exhibitors, Rotary Clubs in foreign countries etc. are participating.

A Souvenir is also proposed to be brought out. Efforts are being made to make it so attractive and popular as to secure the widest possible circulation for it.

Intending Exhibitors and those seeking advertisements will please contact the Secretary before the 20th of March.

S. SRINIVASAN,

6-3-1954.

Secretary.

THE SOUTH INDIA TEACHERS' UNION

EXECUTIVE BOARD

A meeting of the Executive Board of the South India Teachers' Union was held at 11 a.m. on Saturday the 13th February 1954 in the Hindu High School, Triplicane, Madras, with Sri S. Natarajan, President of the Union, presiding.

Members present.

Messrs. R. Bhuvarahan (Tiruchirappalli), C. M. Fazlur Rahman (North Arcot), E. N. Subramanyam (Vice-President), E. Shanmugam (Salem), A. M. Kanniappa Mudaliar (Chingleput), V. Antoniswamy (Ramnad), R. Rajagopal (Coimbatore), J. G. Clement (Tiruchirappalli), S. Subba Rao (Salem), P. M. Venkatavaradan (Madras), L. Mariapragasam (Treasurer), V. B. Murthi (Secretary, Protection Fund), K. M. Ramaswami (Coimbatore), and T. P. Srinivasavaradan (Secretary).

The following members wrote letters informing of their inability to attend the meeting :—

1. Sri M. Rajah Iyer (Ramnad).
2. „ U. Srinivasa Kini (Joint Secretary).
3. „ U. Keshava Rao, (Vice-President).
4. „ S. Kunchithapatham Pillai (Tanjore).
5. „ H. Visweswaran (Tirunelveli).
6. „ C. Ranganatha Aiyengar (Journal Secretary).

The President made a statement about the urgency of the meeting and the important points to be considered by the Board. In the course of his statement regarding his appointment as a member of the Curriculum Revision Committee, he pointed out that the Committee was constituted without his consent being asked. He laid the copy of the G.O. before the Executive Board. He said that as per the terms of reference of the Committee, it was called upon to revise the curriculum in elementary schools in the light of the changes that had taken place in educational theory and practice during the

last 15 years including the latest and suggest a revised curriculum suited to the needs of the present time. He was of opinion that the Union had a responsibility in the revision of the curriculum and that his action in serving as a member of the Committee might be approved. The Board agreed with the view of the President and approved of his action.

The Secretary made a statement of the work of the Union since the last meeting.

The Board was informed of the demise of A. Gopala Menon, Retired Director of Public Instruction, Travancore, S. Madhava Rao, former Secretary of the Protection Fund, T. K. Sundararaja Rao, ex-President of the Madras Teachers' Guild and R. Swaminatha Iyer, Headmaster, Town High School, Kumbakonam. The Board observed silence all the members standing.

The minutes of the last meeting were taken as read as copies were already sent to the members.

With regard to the 44th Madras State Educational Conference, the Board agreed to hold the Conference at the end of May 1954.

The resolutions received from the member associations were scrutinised by a sub-committee consisting of the following members :—

1. Sri A. M. Kanniappa Mudaliar.
2. „ K. M. Ramaswami.
3. „ E. Shanmugam.
4. „ C. M. Fazlur Rahman.
5. „ J. G. Clement.

The resolutions recommended by the Sub-Committee to be placed before the Subjects Committee were approved.

The Board then appointed the following persons to be conveners of the respective sectional conferences :—

1. Srimathi Saraswathi Srinivasan
—Basic and Primary Education section.
2. Sri M. Rajah Iyer—Secondary and Technical Education section.

3. Sri E. N. Subrahmanyam—
University Education section.
4. Sri C. M. Fazlur Rahman—
*Administration, Organisation
and Teacher Education sec-
tion.*

The Board then discussed the administration of special fees and the instructions issued by the Department from time to time. It was felt by the members that the instructions hampered more than helped in the administration of the special fees. The Board passed the following resolution :—

“Fully realising that extra-curricular activities play an important part along with intra-curricular activities in promoting the personality of a pupil, the Department of Education enabled institutions to levy special fees for such activities and insisted upon the heads of institutions to spend the amounts for the objects for which they were collected. At the time when the communication was received it was thought that the heads of institutions would have a reasonable measure of freedom to organise such activities. But the rules framed and their interpretation by the departmental audit has imposed very severe restrictions and limitations in the administration of special fees. It became vexatious when retrospective effect was sought to be given to the rules and when the action of the heads of schools was described as irregular and improper, thereby causing misunderstanding and unhappy relationship between the heads of institutions and managements. The Board further notes with concern the irksome and unreasonable restrictions causing hesitation on the part of the heads of schools to organise extra-curricular activities and incur expenditure therefor. The Board is of the view that the time has come for the Government to revise its rules so as to facilitate the effective organisation of extra-curricular activities within the limits of their budget provision, with a view to benefit the pupils.”

The Board next discussed the modified scheme of elementary education in the light of the Parulekar Committee's

Report and the opinion of the Central Advisory Board of Education and the following resolution was passed :—

“The Board is glad to note (i) that the Central Advisory Board of Education and the Parulekar Committee have taken note of the defects pointed by the Union, (ii) they have recommended that the scheme should be regarded only as a temporary expedient until such time as it might take for introducing Basic Education throughout the State, (iii) that great caution should be exercised in the working of out-of-school activities which formed an integral part of education of children under controlled conditions and (iv) that the working of the scheme should be watched and critically assessed from time to time. The Executive Board hopes that the Madras Government would take due note of the caution given by the Central Advisory Board of Education. The Board further feels strongly that the question of increasing the salaries of teachers should no longer be allowed to lie over on the imaginary ground that it might be construed as a bribe to teachers to work the New Scheme.”

The Board then examined the amendments to Rule 98(b) and 154 of the Madras Educational Rules published in the Gazette. It was felt that the amendments were quite unnecessary and that they introduced an element of fear in the teaching profession. It then passed the following resolution :—

“The Board feels that the amendments to Rule 98(b) which includes teachers along with headmasters would seriously jeopardise the service conditions of teachers who are serving under a contract with the management, as the contract already provided for action to be taken for negligence and irregularity. By this amendment the Department instead of being an appellate authority to ensure the proper working of the contract assumes the role of a prosecutor. Further the amendment confers drastic powers, such as, suspension and dismissal, on the educational officers for all offences that might easily be brought under the vague expressions, ‘negligence’ and ‘irregularities’. The

amendment to Rule 154 is equally arbitrary and uncalled for, and in practice would render it difficult for any teacher to pursue his vocation in peace. The Board therefore urges upon the Government to keep the amendments in abeyance and have the question carefully examined.

The Board authorises the Working Committee to wait in deputation on the Minister for Education to present the views of the Board both on this question and on the administration of special fees."

Considering the Bengal Teachers' strike, the following resolution was passed :—

"While the Board regrets the circumstances leading to the launching of the strike by the teachers, it records its grave concern at this crisis in education. It is, however, gratifying to note that the Government of West Bengal is aware of the seriousness of the situation as seen from the statement of the Chief Minister of the State. The Board urges upon the Bengal Government that the recommendations of its Board of Secondary Education should be immediately implemented. It appeals to the teachers, now that their demands have effectively received public attention, to resume duties so as not to impair the education of the children."

Then the agenda for the General Body Meeting was approved.

The President then suggested amendments to the Constitution of the Union in respect of election of office-bearers and the affiliation of Taluk, Range and District Elementary School Teachers' Unions and also a form of rules for the District Teachers' Guilds. It was decided to circulate the draft amendments to the District Teachers' Guilds for their opinion.

The Board then considered the question of election from the Teachers' Constituency to the Madras Legislative Council. The Board passed the following resolution :—

"The Executive Board appeals to all teachers to exercise their highest preference in favour of teachers taking

into account their membership and loyalty to the Union, their service to the cause of the profession and education and their ability to render effective service in the Legislature."

The President then brought to the notice of the Board a letter from Miss J. M. Gerrard offering a small donation to the S.I.T.U. Council of Educational Research. The Board accepted the offer with grateful thanks.

With a vote of thanks to the members the meeting terminated.

T. P. SRINIVASAVARADAN,
13-2-1954. *Secretary.*

CIRCULAR TO THE TEACHERS' ASSOCIATIONS.

The 44th Madras State Educational Conference will be held at Tanjore from the 26th to 28th May 1954. Dr. Sir A. Lakshmanaswamy Mudaliar, Vice-Chancellor of the Madras University, has kindly agreed to preside.

The last date for the registration of delegates has been extended to the 31st March 1954. Teachers' Associations which have not already sent delegates may now send the list of their delegates together with the delegation fee at 8 annas per delegate to the office of the South India Teachers' Union on or before that date.

The attention of the Teachers' Associations is invited to Rule 9(h) of the Union Rules and they are requested to send on or before 31st March 1954 rupee one each for a copy of the Report of the State Educational Conference which will be supplied. The rule is given below for your information :—

"9(h). Every Association affiliated to the Union, either directly or through a District Teachers' Guild, shall pay each year on or before the 31st March a sum of Rupee One towards a copy of the Report of the Annual State Educational Conference which shall be supplied."

This fee is in addition to the delegation fee of eight annas per delegate registered. Tanjore. Members are cordially invited to attend.

Believing in your kind co-operation for a successful session of the Conference and thanking you,

T. P. SRINIVASAVARADAN,
15-3-1954. *Secretary.*

ANNUAL GENERAL BODY MEETING NOTICE.

The Annual General Body Meeting of the South India Teachers' Union will be held at 2 p.m. on Friday, the 28th May 1954 in the Conference Hall at 15-3-1954.

Agenda

1. To consider and adopt the Annual Report for 1953-54.
2. Election of Office-bearers for the year 1954-55.
3. Any other business that may be brought forward by the Executive Board.

T. P. SRINIVASAVARADAN,
Secretary.

U. SRINIVASA KINI,
Joint Secretary.

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N.B.—The Official Year of the Benevolent Fund is from April—March. The 2,589 members so far registered are requested to renew their membership by remitting their subscription of annas four for the new year 1954-55 through the Secretary of their Teachers' Association so as to reach this office not later than the 5th April 1954.

Approved by all the State-Governments

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RULES SUPPLEMENT TO PART I—B

OF

THE FORT ST. GEORGE GAZETTE

dated 10—2—1954

DEPARTMENT OF HEALTH, EDUCATION AND LOCAL ADMINISTRATION (Education)

Amendments to Madras Education Rules.

(G.O. Ms. No. 84, Education, 30th January, 1954)

I. In the Madras Educational Rules, for rule 98 (b) the following shall be substituted, namely:—

“98 (b) (1) if the headmaster or any teacher of a school is found to be negligent in the discharge of his duties or is found to have committed any irregularity, the Director shall, after due enquiry, declare him unfit to be a headmaster or teacher for a specified period or permanently as the circumstances of the case warrant.

(2) The nature of enquiry to be conducted will be the same as that referred to in rule 154.

(3) An appeal shall lie to the Government in the case of orders passed by the Director.”

II. For rule, 154, the following shall be substituted, namely:—

“154. A teacher's certificate of any grade other than the collegiate, belonging to teachers or headmasters employed in elementary schools under the control of the District Educational Officer may at any time be suspended by the Divisional Inspector, if the teacher's or headmaster's character or conduct is shown to be bad, or if the teacher or headmaster is proved to have indulged or taken part or participated in subversive activities, or if the teacher or headmaster is found to be negligent in the discharge of his duties.

A teacher's certificate of any grade belonging to teachers or headmasters may at any time be suspended or cancelled by the Director, if the teacher's or headmaster's character or conduct is shown to be bad, or if the teacher or headmaster is proved to have indulged or taken part or participated in subversive activities, or if the teacher or headmaster is found to be negligent in the discharge of his duties.

Such suspension or cancellation shall not be ordered except when the teacher or headmaster has been convicted in a court, until the teacher or headmaster has been informed in writing of the charges against him, and a full enquiry has been made either by the Divisional Inspector or by the Director, or by any officer deputed by either of them for the purpose.

The nature of enquiry to be conducted will be as follows:—

The District Educational Officer or the Inspectress should submit a preliminary report to the Director or the Divisional Inspector as the case may be in regard to the conduct or work of the teacher or headmaster. If the Director or Divisional Inspector considers that a prima facie case has been made out, orders will be issued to the Inspecting Officer on the further action to be taken. Charges will then be framed by the Inspecting Officer and communicated to the teacher or headmaster for his written explanation, which will be obtained and submitted together with the remarks of the Manager to the Director or the Divisional Inspector as the case may be by the Inspecting Officer with his remarks thereon. The officers empowered to inflict the punishment will then issue suitable orders considering the merits of each case. In a majority of cases a personal enquiry may not be found necessary. The enquiry may, however, be held if in the opinion of the enquiry officers such a procedure is found necessary.

An appeal shall lie to the Government in respect of original orders passed by the Director and to the Director in respect of orders passed by the Divisional Inspector."

III. In the draft form of agreement prescribed in Appendix 28, for Clause 10, the following shall be substituted, viz:—

"10. That in the event of either party to this agreement failing to observe the terms thereof, the aggrieved party shall have a right to represent to the Director of Public Instruction/Divisional Inspector who shall pass suitable orders in the matter. An appeal shall, however, lie to the Government in respect of orders passed by the Director, and to the Director in respect of orders passed by the Divisional Inspector."

(G.O. Ms. No. 85, Education, 30th January, 1954)

For the existing note under rule 90 of the Madras Educational Rules, the following note shall be substituted:—

Note.—The term 'the Month' signifies the period dated 30 days from the the date of re-opening of the institution after the holidays in the case of the first payment of fees in each term (whether paid in advance or in instalment) and 'the calendar month' in which the fee is due in the case of subsequent instalments.

J. I. ARPUTHANATHAN,
Additional Deputy Secretary to Govt.

(TRUE COPY)

E. H. PARAMESWARAN, M.A., L.T., M.L.C.

Headmaster, Thirthapathi High School,

Ambasamudram, Tinnevely Dt.

is seeking re-election
to the Madras Legislative Council

from the Teacher's Constituency
and requests all teachers to give him

their first vote.

EDITORIAL

Our Prayer for 1954 :

Elsewhere we publish the proceedings of the Executive Board which met in February. It will be seen from the proceedings that the year 1954 has not opened brightly—nay it has not even given a silver lining in the darkness with which 1953 closed. We find that the educational rules have been amended so as to give wide powers to the education authorities to declare a teacher unfit to be a teacher either permanently or for a specified period for irregularity or negligence in the discharge of his duties. To argue as has been done by the Editor of the Indian Express, that as the teachers Union is alert and vigilant, this rule would not be misused but will act as a healthy restraint displays poor understanding of the functions of teachers' associations. We hold that there should be no negligence on the part of a teacher. We also hold that the teacher, who has to set the model to his students should not be guilty of any irregularity in the discharge of his duties. But to give the power to an educational officer to charge the teacher with negligence and irregularity—terms which are so vague and which can be used to include all sorts of trivial faults and errors, and to declare him unfit to be a teacher is not ensuring justice. At the moment the teacher is bound by a contract with the management which provides for the termination of the contract even without notice for "Wilful neglect of duties, serious misconduct, gross insubordination etc.", the aggrieved teacher having the right to appeal to the D.P.I. The amendment now effected, gives power

to the education department to declare the teacher unfit for exactly similar offences ; only, they are not qualified by such adjectives as "Wilful", "Serious and Gross"

This is another stranglehold on the teacher, and seems to be the new year gift of the Ministry of Education of our State. Last year, we had the modified scheme of Elementary Education increasing the teaching load on the teacher and threatening great retrenchment. Then came the order prohibiting teachers from becoming members of local bodies and the legislatures ; now comes the new amendment placing the teacher in eternal peril of incurring the displeasure of the educational department and of the Government and of being declared unfit to be a teacher, even though he has qualified himself for it.

While the teacher's requests for a little human consideration for his human needs such as a remuneration sufficient to cover his bed and board, a scheme of gratuity or pension to enable him to live till the merciful providence would send him to his eternal rest and some kind of gesture that he may be given free medical treatment if he should fall sick, are answered by the powers that be in sugared words of the nobility of the profession, of its being a vocation and of the difficulty of equating it in terms of mundane units of currency, the government is ever alert to impose needless restraints on the teacher and bind him by fetters and shackles so as to convert him into a bond slave of an administration which at any time may become dominated by a political cult.

Teachers in this State have too long borne with patience their difficulties. It cannot be helped if they now feel that government's assurances of a fair deal to teachers do not spring from any honesty of purpose. Teachers of this State have a professional ideal and they are resolved not to adopt methods which have been found effective with trade Unions. But such callous indifference to their basic needs by the authorities and the repeated insults hurled at them by such restrictions cannot but put their resolve to a severe strain. While we do not believe in curses, we do believe that the cumulative effect of the cry of generations of hard working earnest and zealous teachers for a fair and decent deal will not go in vain. If those in charge of government should refuse to apply their mind to the solution of the problem, may we get solace from the thought that God Who is prevented from granting our prayer would atleast punish those who stand in the way? But no. We shall pray otherwise—"Oh God give them that are in charge of the Government of this State, reason and wisdom. Help them to see the justice of our case, Guide them to do us justice."

Sri R. Suryanarayana Rao :

It is with deep regret we record the passing away of Sri R. Suryanarayana Rao, ex-M.L.C. at 10-30 p.m. on Thursday the 11th March. He was a great friend of the teachers. Starting life as a teacher, and having served as a member of the Servants of India Society he knew the difficulties and the sufferings of the underprivileged and the down trodden and all his life he devoted to the service of such hapless sections of society. In this he was so unselfish that he literally sacrificed himself at the altar of service. He took an abiding interest in the problems of education and for nine years when he was a member of the Legislative Council, he was the acknowledged champion of the teachers' cause. In his death, we have lost a great friend and a valued leader. We offer Mrs. Suryanarayana Rao our deep sympathies in her irreparable loss and assure her that her grief is shared by several thousands of teachers.